

# Mary B. Perry High

## School Accountability Report Card

reported for school year 2011-12; published in 2013

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## Summary

School	Mary B. Perry High School	District	California Education Authority
CDS Code	56-32276-5637780	CD Code	99-32276
Address	3100 Wright Rd, Camarillo CA	Department	Corrections and Rehabilitation
Grades	9 - 12	Division	Juvenile Justice
Principal	Art Westerfield	Superintendent	Tami McKee-Sani
Phone	(805) 278-3740	Phone	(916) 322-5759
Email	'art.westerfield@cdcr.ca.gov'	Email	Tami McKee-Sani@cdcr.ca.gov
Accreditation	WASC to June 30, 2014	Website	'www.cdcr.ca.gov'

### About this School

Mary B. Perry High School is a WASC-accredited comprehensive high school located inside Ventura Youth Correctional Facility. Incarcerated male and female juvenile offenders have the opportunity to earn high school diplomas, GEDs, and AA degrees from a fully-credentialed faculty offering standards-based curricula. Although most data in this report pertain to undergraduates, our facility also houses youth who have already graduated from high school and therefore are participating only in vocational classes, work experience jobs, and college courses.

### Student Enrollment

The school services 294 youth, of whom 199 were undergraduates as of CalPads Census Day, 10/3/12. Of the undergraduate population, 30% are special education and 42% are English learners. Also of this undergraduate population, 66% are Hispanic and 28% are Black. All youth serviced are economically disadvantaged. For complete details refer to *Enrollment Disaggregation* on page 3.

Teachers		Misassigned Teachers	
with full credential (PFT)	32	of English learners	0
without full credential	0	of English-only students	0
teaching outside subject area of competence	0		

### Student Performance

Subject	Students Proficient and Above on 2012 California Standards Tests
English-Language Arts	0%
Math	—
Science	0%
Social Science	0%

Information from 'http://data1.cde.ca.gov/dataquest' for State = California, County = Ca Education Authority. Figures could potentially be slightly higher if individual scores were available from WIN Testing History (requiring proficiency levels to be entered as text, as well as numerical scores).

### Academic Progress

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings. Also, in November 2010, CDE suspended ASAM rankings due to budgetary constraints.

**School Facilities**

Most Recent Site Inspection	School infrastructure is in good condition.
Repairs Needed	Routine maintenance tasks are ongoing.
Corrective Action	Submission of work orders to facility maintenance section, as needed.

**Curricular Materials**

Area	Student Proportion Lacking Curricular Materials
Reading/English-Language Arts	0%
Math	0%
Science	0%
Social Science	0%
Visual and Performing Arts	0%
Foreign Language; Health	not offered
Science Laboratory Equipment	not used due to security issues

**School Finances**

Level	Expenditure Per Pupil (unrestricted funds)
School (Mary B Perry High)	\$31,387
District (California Education Authority)	\$31,113
State (California)	\$5,455

School and District figures from Lisa Chisholm

State figure from <http://www.cde.ca.gov/ds/fd/ec/currentexpense.asp> --however, this source often is one year old; so it is still best to check any pre-populated SARC

**School Completion**

Graduation Rate	41%
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Number of diplomas earned from MBPHS for 7/1/11 – 6/30/12 per WIN, divided by number of long-term seniors at MBPHS for at least 90 school days during this same time span.

(Note that the number of diplomas earned from MBPHS for 8/16/11 – 8/15/12 according to CalPads Certification Report 1.9 cannot easily be used, because Report 1.9 does not state this date span on the report, and CalPads does not supply the number of long-term seniors at MBPHS for at least 90 school days during this same time span.

(Note also that Dataquest > Demographics > Graduates does not have graduation rates for the CEA because CDE uses a 4-year cohort formula and the CEA did not certify during the first several years of CalPads. Furthermore, the 4-year cohort formula assumes that all ninth-graders who entered four years ago ultimately graduated unless they dropped out; but the DJJ does not permit dropping out and so this formula, if used, will show a 100% graduation rate.)

**Postsecondary Preparation**

Pupils who completed a Career-Technical Program and Earned a High School Diploma	5%
Graduates who completed all courses required for UC or CSU admission	0%

# Full Report

## I. Data Access

Additional information about Mary B Perry High School may be found on the Dataquest website at <http://data1.cde.ca.gov/dataquest>.

## II. About This School

Refer to contact information on the first page of this SARC.

### Undergraduate Enrollment Disaggregation

by ethnicity	male	female	ethnic totals	ethnic percents
Black	53	3	56	28.2%
Native	0	0	0	0.0%
Asian	2	0	2	1.0%
Filipino	2	0	2	1.0%
Hispanic	120	12	132	66.3%
Pac Isle/Hawaiian	0	2	2	1.0%
White	4	1	5	2.5%
Multiple Races	0	0	0	0.0%
<b>category totals</b>	<b>181</b>	<b>18</b>	<b>199</b>	<b>100.0%</b>

by grade	male	female	grade totals	grade percents
9 <sup>th</sup>	6	2	8	4.0%
10 <sup>th</sup>	42	3	45	22.6%
11 <sup>th</sup>	67	6	73	36.7%
12 <sup>th</sup>	66	7	73	36.7%
<b>category totals</b>	<b>181</b>	<b>18</b>	<b>199</b>	<b>100.0%</b>

by subgroup	male	female	subgroup totals	subgroup percents
English Learners	78	6	84	42.2%
Students with Disabilities	58	1	59	29.6%
Socioeconomically Disadvantaged	181	18	199	100.0%

### Mission Statement

The faculty of Mary B Perry High School empowers all students to become involved responsible citizens in their communities by providing quality educational opportunities to develop the skills needed for the following:

- Engage in education and life-long learning
- Be an effective communicator
- Think creatively and innovatively
- Be productive in the 21<sup>st</sup> Century global workplace

## Vision Statement

To alter the world perspective of each juvenile offender sent to our school so that previously obscured fundamental concepts are grasped; most notably, (a) the opportunities for recognition that are available through achievement in lawful social structures, (b) the avenues for self-sustaining employment that are possible through formal study, and (c) the possibilities for a meaningful life that can be reached through non-violence and tolerance.

## Parental Involvement

As incarcerated youth, the students at Mary B. Perry High School do not reside with their parents. Parents remain in contact through IEP, LAT, and Family Council meetings, graduation, personal visits, and phone, mail, and package privileges.

## Average Class Size

Subject	2010-11		2011-12	
	Main School	Behavior Treatment School	Main School	Behavior Treatment School
English	9.3	3.8	11.1	1.8
Math	10.8	1.8	10.0	2.3
Natural Science	11.2	2.0	9.0	1.0
Social Science	13.5	4.2	12.5	2.6

## Number of Sections Offered per Day

Subject	2010-11		2011-12	
	Main School	Behavior Treatment School	Main School	Behavior Treatment School
English	8	4	8	6
Math	14	12	12	4
Natural Science	5	2	7	3
Social Science	12	11	12	8

(Class size and section count data for 2009-10 is unavailable)

## III. School Climate

### School Safety Plan

Mary B. Perry High School utilizes the California Youth Assessment and Screening Instrument (CA-YASI) to assess students' treatment needs and screens separately those at risk to themselves or others in our Behavior Treatment and Intensive Treatment programs. Student conduct is modified through our site's Integrated Behavior Treatment Program which utilizes cognitive behavioral therapy, motivational interviewing, and a computerized positive-rewards Youth Incentive Program and School Consultation Referral system—which are both linked to our Behavior Reporting documentation system and to our grade Progress Reporting system. The school utilizes two Alternative Behavior Learning Environment classrooms for minor infractions, and the facility's Disciplinary Decision-Making System for adjudication of serious infractions.

Faculty members wear personal alarms and receive annual training in the prevention of suicide, rape, and assault. Students arriving to school are screened by metal detectors and hand searched by peace officers. Classrooms have fire alarms, telephones, and emergency lighting. The correctional facility in which Perry High is located has its own medical clinic, a health and safety officer, a Conflict Resolution Team, and a violence reduction committee, a Use-of-Force Review Committee, and operates under a multi-hazard safety plan and a mutual-aid agreement with other law enforcement agencies.

## Suspensions and Expulsions

As an integral component of the rehabilitation of incarcerated youthful offenders, educational services are delivered continually to the students at Mary B. Perry High School even as their level of restriction is adjusted in response to their deportment. Mary B. Perry High School utilizes individualized Behavior Treatment Plans and Crisis Prevention Support Plans (as well as Individual Education Plans and High School Graduation Plans) in lieu of suspensions and expulsions.

## IV. School Facilities

### Facility Conditions and Improvements

To expand the use of technology in our curriculum, SmartBoard projection systems and document cameras have been installed in most academic classrooms, and all periods of all subjects take at least one virtual field trip each semester using distant learning equipment.

### Facility Repair Status

System	Exemplary	Good	Fair	Poor
Gas, Heat, Cooling		x		
Interiors		x		
Cleanliness		x		
Electrical		x		
Water		x		
Safety		x		
Structural		x		
External		x		
Overall Rating		x		

## V. Teachers

Credentials	District	School		
Teachers	2011-2012	2009-10	2010-11	2011-12
with Full Credential	88	26	38	32
(CDE_Staff_Local palette > Stf_Employ_End_Dt = 00/00/00 and Stf_Job_ClsCde γ 12 [Teacher] and Stf_Employ_Status_Code γ 1 [Tenured])				
without Full Credential	0	0	0	0
teaching outside subject area of competence	0	0	0	0
		School		
Misassignments		2010-11	2011-12	2012-13
misassignment of teachers of English learners		0	0	0
total teacher misassignments		0	0	0
Vacancies				
vacant teacher positions		0	0	2

## NCLB Compliance

	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	98.6%	1.4%
All Schools in District	97.1%	2.9%
High-Poverty Schools in District	97.1%	2.9%
Low-Poverty Schools in District	n/a	n/a

(Denominator is ClassHistory, ExitDate ≠ 00/00/00; Numerator is Credentialed\_Teacher ≠ blank of the denominator data.)

**VI. Support Staff**

Title	FTE Number of Staff	Number of Students per Staff
Academic Counselors	0	n/a
Career Technical Counselors	0	n/a
Alternative Behavior Counselors (ABLE)	1	3.1
Library Media Teachers	1	(ABLE palette, Date_of_Referral > 10/1/12 and < 10/31/12, divided by number of instructional days in Oct, divided by 5 pers)
Speech/Language/Hearing Specialists	0.5	
Resource Specialists (special ed)	3.5	
Mentor Teachers	1	
Coordinators (Sped, ESEA, Assessment, Attendance)	4	
School Records (Registrars, Schedulers, CALPADS)	3	
School Psychologists	3	
Clinical Psychologists and Psychiatrists	13	
Social Workers (correctional youth counselors)	131	
Nurses	11	
Doctors	1.5	
Dentists	1	

**VII. Curriculum and Instructional Materials**  
**Quality, Currency, and Availability of Textbooks**

	Textbook Title	Publisher	c = core s = supplement n = not offered	©	Adoption		% pupils lacking own copy
					year	cycle	
English	Literature Language Arts 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> Course	Holt Rinehart	c	2003	2006		0%
	Holt Handbook 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> Course	Holt Rinehart	c	2003	2006		0%
	Longman Keystone A, B, C	Pearson	s	2010	2010	most recent	0%
	Longman Keys to Learning	Pearson	s	2010	2010	most recent	0%
Math	Pre-Algebra	Prentice Hall	c	2001	2005		0%
	Algebra 1	Prentice Hall	c	2001	2005		0%
	Mathematics Algebra 1	Prentice Hall	c	2004	2006		0%
	Mathematics Geometry	Prentice Hall	c	2004	2005		0%
	Mathematics Algebra 2	Prentice Hall	c	2004	2005		0%
	Math with Business Applications	Glencoe	c	2007	2007		0%
	Incremental Development 87, 76, 65, 54	Saxon	s	2004	2005		0%
Science	Prentice Hall Biology	Prentice Hall	c	2007	2012	most recent	0%
	Prentice Hall Earth Science	Prentice Hall	c	2006	2005		0%
	Science Explorer: Focus on Life Science	Prentice Hall	s	2001	2005		0%
	Science Explorer: Focus on Earth Science	Prentice Hall	s	2005	2005		0%
Social Sci	World History: The Modern World	Prentice Hall	c	2007	2007		0%
	United States History: Modern America	Prentice Hall	c	2008	2007		0%
	Magruder's American Government	Prentice Hall	c	2007	2007		0%
	Economics: Principles in Action	Prentice Hall	c	2007	2005		0%
	Pacemaker World History	Globe Fearon	s	2002	2005		0%
	Pacemaker United States History	Globe Fearon	s	2004	2005		0%
	Pacemaker American Government	Globe Fearon	s	2001	2005		0%
	Pacemaker Economics	Globe Fearon	s	2001	2005		0%
Art	Art in Focus	Glencoe	c	2006	2005		0%
	Music: Its Role and Importance in our Lives	Glenco	c	2006	2005		0%
	Theatre Arts in Action	Glencoe	c	2006	2006		0%
	Creating and Understanding Drawings	Glencoe	c	2006	2006		0%
Foreign Language			n				n/a
Health			n				n/a
Science Lab Equipment			n				n/a

## VIII. School Finances

	Teacher Salaries	Expenditures per Pupil		
	average	Basic (unrestricted)	Supplemental (restricted)	Total
<b>School</b> (Mary B. Perry High)	\$74,492	\$31,387	\$447	\$31,834
<b>District</b> (California Education Authority)	\$77,900	\$31,113		
<b>State</b> (California)	\$68,835	\$5,455		
School compared to District	-14%	+0.8%		
School compared to State	+8%	+475%		

Source for **Salary Averages** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement for 7/1/10 – 7/1/13.

Method for **School Salary Average**: On the Ventura County Unit 3 Salary Schedule, the lowest step of Range A was averaged with the highest step of Range G.

Method for **District Salary Average**: The lowest step in the Range A salary for the lowest-paying DJJ county (Ventura) was averaged with the highest step in the Range G salary for the highest-paying DJJ county (San Joaquin).

Source for **Expenditures per Pupil**: SARC Financial Report FY 11-12. xls from Lisa Chisholm

Source for State Teacher Salary Average: [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs)

## Types of Services Funded

- Title I (ESEA)
- Proposition 98 (general fund)
- Lottery (state special fund)
- Carl Perkins Parts A and B (leadership and secondary education)
- IDEA Part B (special education)
- Library Media Program

## Teacher and Administrative Salaries

Category	Salary Ranges CDCR Unit 3	District Average California Education Authority	State Average for small high-school districts
Teacher, beginning	A – C	\$65,514	\$40,582
Teacher, midrange	D – E	\$77,396	\$58,876
Teacher, highest	F - G	\$82,903	\$77,129
Principal-High School, average		\$78,948	\$101,924
Superintendent		\$99,726	\$134,165
Percent of budget for Teacher Salaries		95%	29.9%
Percent of budget for Administrative Salaries		1%	5.6%

Source for **Salary Ranges** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement for 7/1/10 – 7/1/13.

Method for **District Averages**: For example, for Beginning Teacher, the lowest step in the Range A salary for the lowest-paying DJJ county (Ventura) was averaged with the highest step in the Range C salary for the highest-paying DJJ county.

Source for **State Average** is the High School table, Small Districts column, at [www.cde.ca.gov/fg/fr/sa/](http://www.cde.ca.gov/fg/fr/sa/)

## IX. Student Performance

### Physical Fitness Test

	Percent of Students Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
Grade 9	—	—	—

Source is <http://data1.cde.ca.gov/dataquest>.

**Dash** indicates an insufficient number of examinees for scores to be released.

**STAR 3-Year Comparison**

	Percent of Students at the Proficient or Advanced Level								
	MBPHS School			CEA District			CA State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
ELA	1%	0%	0%	1%	2%	2.7%	52%	54%	56%
Math	—	—	—	0.5%	—	3%	48%	50%	51%
Natural Science	3%	0%	0%	1%	0%	3.3%	54%	57%	60%
Social Science	0%	—	0%	1%	1%	2.7%	44%	48%	49%

Source for school and district data is 'http://data1.cde.ca.gov/dataquest, but must drill down in this order: level = State, subject = STAR, then county = Ca Education Auth (59th), district = California Education Authority, school = Perry. Then, for subjects such as Natural Science, the percents for Science, Biology, and Earth must be converted back to numbers, combined, and an overall percentage computed. For those subjects with an EOC column, the grade level columns must be omitted; for subjects without an EOC column, the grade level columns must be added together once converted to numbers.

If SARC templates with data are available, the source for the state data is the last column of this table of the SARC Template with Data for any California high school. If not available, the Dataquest method described above must be used even though it involves converting a large number of percentages back to numbers (for instance, for the math category, the percent Pro and Adv must be converted to numbers for Gen Math, Alg 1 and 2, Integrated Math 1, 2, and 3, Geometry, and Summative Math.

All percentages shown could potentially be slightly higher if the scores for all examinees within that subject had been released. In those instances where all grades and all subtests comprising the subject had an insufficient number of examinees for scores to be released, the result is shown as a dash in this table.

**Detailed STAR Results for 2010-11**

overview	Percent of Students at the Proficient or Advanced Level			
	ELA	Math	Natural Science	Social Science
Entire District (CEA)	2.7%	3%	3.3%	2.7%
Entire School (MBPHS)	0%	—	0%	0%

by ethnicity	School			
Black	0%	—	0%	0%
Native American	0%	—	0%	0%
Asian	0%	—	0%	0%
Filipino	0%	—	0%	0%
Hispanic	0%	—	0%	0%
Pac Isle/Hawaiian	0%	—	0%	0%
White	0%	—	0%	0%
Multiple Races	0%	—	0%	0%

by gender	School			
male	0%	—	0%	0%
female	0%	—	0%	0%

by subgroup	School			
English Learners	0%	—	0%	0%
Students with Disabilities	0%	—	0%	0%
Socioeconomically Disadvantaged	0%	—	0%	0%
Migrant Education Students	0%	—	0%	0%



**CAHSEE 3-Year Comparison for 10<sup>th</sup> Graders**

	Percent of 10 <sup>th</sup> Graders scoring Proficient or Advanced on the CAHSEE								
	MBPHS School			CEA District			CA State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
ELA	8%	0%	7%	7%	10%	5%	54%	59%	56%
Math	3%	5%	3%	4%	13%	4%	54%	56%	58%

Source is 'http://data1.cde.ca.gov/dataquest, School = Perry or District = CA Education AU, report = Demographic Summary, administration = Combined, grade = 10.

**Detailed CAHSEE Results for 10<sup>th</sup> Graders for 2011-12**

overview	ELA		Math	
	Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
10 <sup>th</sup> Graders in Entire District (CEA)	95%	5%	96%	4%
10 <sup>th</sup> Graders in Entire School (MBPHS)	93%	7%	97%	3%

by ethnicity	School, 10 <sup>th</sup> Graders Only			
Hispanic	93%	7%	96%	4%
Native	—	—	—	—
Asian	—	—	—	—
Pac Isle/Hawaiian	—	—	—	—
Filipino	—	—	—	—
Black	—	—	—	—
White	—	—	—	—
Multiple Races	—	—	—	—

by gender	School, 10 <sup>th</sup> Graders Only			
male	96%	4%	100%	0%
female	—	—	—	—

by subgroup	School, 10 <sup>th</sup> Graders Only			
Socioeconomically Disadvantaged	93%	7%	97%	3%
English Learners	100%	0%	100%	0%
Students with Disabilities	—	—	—	—
Migrant Education Students	—	—	—	—

Dash indicates an insufficient number of examinees for percentages to be released by DataQuest.

**X. Accountability****Academic Performance Index****Adequate Yearly Progress****Federal Intervention Program Improvement**

Per Education Code 52052(h), ASAM schools are exempt from reporting API rankings, and are not involved in AYP or PI programs. Furthermore, in November 2010, CDE suspended ASAM rankings due to budgetary constraints.

**XI. School Completion and Postsecondary Preparation****Dropout Rate and Graduation Rate**

State division of juvenile justice schools are exempt by CDE from computing dropout rates since high transiency can produce drop-out rates exceeding their total enrollment.

	School			District			State		
	2008-09	2009-10	2011-12	2008-09	2009-10	2011-12	2008-09	2009-10	2011-12
Graduation Rate	66.1%	66%	41%	57.5%	74%	45%	78.6%	74.7%	76.3%

Formula for District figure: number of graduates from all CEA schools between 7/1/11 and 6/30/12, divided by number of long-term seniors enrolled for at least 90 school days between 7/1/11 and 6/30/12.

CalPads CDE Four-Year Cohort Graduation formula: cannot be used since it presupposes that all ninth-graders from four years ago graduated this year unless they dropped out; but "dropping-out" is not a meaningful concept within the CEA, and furthermore, discharges and paroles ensures that virtually none of the ninth-graders from four years ago were even enrolled in our district this year.

NCES Three-Year AYP Averaged Freshman Graduation formula: cannot be used because it involves averaging the number of tenth-graders three years ago with the number of ninth-graders four years ago and the number of eighth-graders five years ago, but the number of eighth graders at junior high schools feeding into the CEA is not a meaningful concept (since our acceptance area is the entire state of California and our acceptance criteria requires commission of a felony).

Source for State figures: Section XI of any non-CEA 2010-11 SARC templates with Data, such as for Los Angeles Senior High (LA Unified) or San Jose High (San Jose Unified).

**Completion of High School Graduation Requirements by Subgroups**

Percentages shown are of students within a specific subgroup who began the 2011-12 school year in the 12<sup>th</sup> grade and who met all graduation requirements, including the CAHSEE, by the end of the school year, while still a member of that subgroup.

Group	School	District
All Students	41%	45%
Black	63%	67%
Native	0%	25%
Asian	0%	8%
Filipino	0%	0%
Hispanic	33%	39%
Hawaiian/Pac Isle	0%	0%
White	0%	30%
Two or more races	0%	0%
Socioeconomically Disadvantaged	41%	45%
English Learners	33%	34%
Students with Disabilities	46%	40%

Formula used: Number of diplomas earned from MBPHS from 7/1/11 to 6/30/12 by each subgroup shown, divided by the number of long-term seniors *within that same subgroup* at MBPHS during this same time span.

Interpretation: 63% graduation rate for Blacks means that of the long-term seniors who were Black during the 2011-12 school year, 63% of them obtained a diploma. It does not mean that 63% of the graduating class was Black. Instead it shows that the Blacks, as a group, were more successful in obtaining diplomas last year than Hispanics were.

## Career Technical Education Programs

Mary B. Perry High School offers career technical training in the areas of Culinary Arts and Small Animal Grooming.

## Career Technical Education Participation

Number of pupils participating in CTE	194
Percent of pupils completing a CTE program and earning a high school diploma	5%
Percent of CTE courses articulated with postsecondary institutions	0%

Row 2 numerator is the number of youth of any grade who completed at least one vocational certificate and also earned a diploma from MBPHS between 7/1/11 and 6/30/12; the denominator is the figure in row 1.

(A more accurate denominator would be the number of long-term students of grade 9, 10, 11, or 12 (not just seniors) at MBPHS between 7/1/11 and 6/30/12, since row 1 includes participants of any grade level. A more rigorous numerator would require that at least 3 certificates were earned within the same field and that the last certificate was for the capstone course and that it was completed between 7/1/11 and 6/30/12.)

## UC and CSU Admission

2011-12 Students enrolled in courses required for UC/CSU Admission	46.2%
2010-11 Graduates who completed all courses required for UC/CSU Admission	0%

Numerator is the number of nongraduates at MBPHS on 10/3/12 (CalPads Census Day), using Daily\_PSD\_Snapshot in WIN.

Denominator is the number of courses in which our student body was enrolled on 10/3/12 which met UC/CSU admission requirements; namely, core academics except for business math and PE (and except for basic ed, character ed, test prep, and vocational). If the SARC template with data is available, this figure can be simply taken from it.

## Advanced Placement Courses

Mary B. Perry High School does not offer any advanced placement courses.

## XII. Instructional Planning and Professional Development

The schoolyear calendar for Mary B. Perry High School includes ten days of staff development—distributed among the Fall, Spring, and Summer semesters. Each week, an extra hour of professional development is conducted on student advising days—which is equivalent to an additional 5.5 staff development days annually. In-service programs cover the full range of pedagogy and accreditation issues, along with topics specific to corrections and rehabilitation—such as compliance with performance standards monitored by the Prison Law Office and the Office of Audits and Court Compliance.